DOCUMENT RESUME

ED 283 978 CE 047 646

AUTHOR	Jensen, Mary; And Others
TITLE	Rehabilitation Associate Training for Employed Staff. Goals and Objectives (RA-4).
INSTITUTION	Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS AGENCY	Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE	82
GRANT	44-P-81418/7-02
NOTE	41p.; For related documents, see CE 047 642-655.
AVAILABLE FROM	Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; *Counselor Training; *Individualized Education Programs; Individualized Instruction; *Inservice Education; Instructional Development; Learning Activities; Learning Modules; Postsecondary Education; *Rehabilitation Counseling; Sequential Approach; *Vocational Rehabilitation

ABSTRACT

This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with the specifics of writing client goals and objectives that satisfy applicable standards for accreditation. The following topics are discussed: determining goals; writing goals; enroute objectives (condition, criterion, behavior, nonobservable and observable action verbs, and ambiguous verbs); and sequencing objectives (cumulative programming and ways of changing conditions). Practice exercises for writing and sequencing objectives are also included. (MN)

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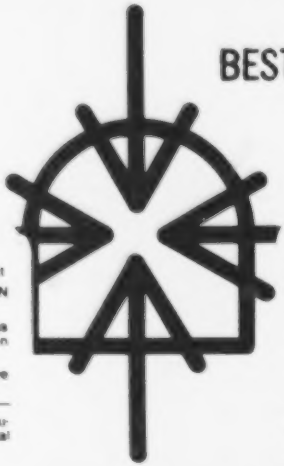

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Goals And Objectives (RA-4)

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GOALS AND OBJECTIVES

by

Mary Jensen, B.L.S.
Michael J. Davis, Ph.D.
Michael W. Trace, M.A.

Design: Debbie Anders-Bond, B.F.A.

Produced by
R.A.T.E.S.

Rehabilitation Associate Training
for Employed Staff

Ellsworth Community College
1100 College Avenue
Iowa Falls, Iowa 50126

Project Director: Michael J. Davis, Ph.D.

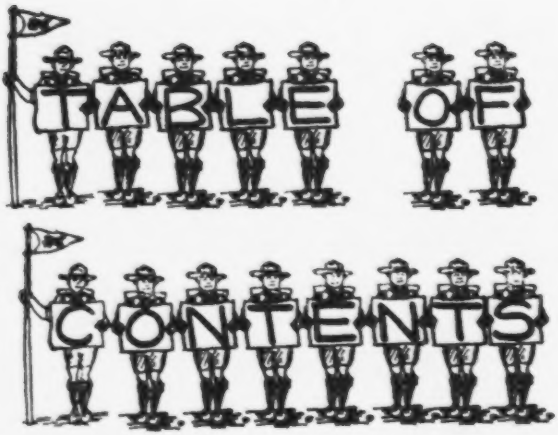
Editor: Michael W. Trace, M.A.

The production of this publication was supported in part by Grant No. 44-P-81418/7-02 from the Rehabilitation Services Administration. However, its contents are solely the responsibility of the authors and are in no way the responsibility of the Rehabilitation Services Administration.

MODULE: RA-4 Goals and Objectives

DESCRIPTORS: *Long-range goal, terminal objective, en-route objective, condition, criterion, behavior.*

OVERVIEW: Whether adhering to legal requirements, or just following logical procedures, the development of individual program plans is a necessary component of every service delivery system. While other modules in the RATES curriculum deal with program planning systems in general, this module deals with the specifics of writing client goals and objectives. Students completing the module will develop goals and objectives which satisfy various applicable standards for accreditation, etc.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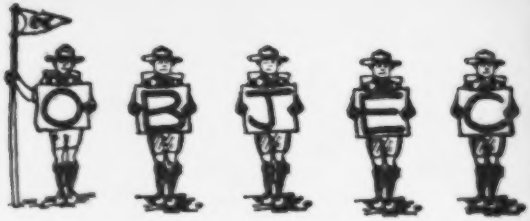
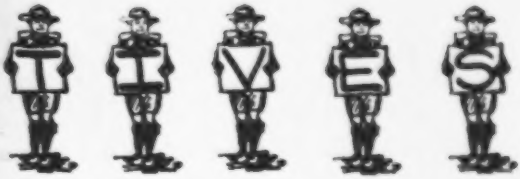


BEHAVIOR

1 Write goals for given statements or client behavior, skills, deficits, etc.

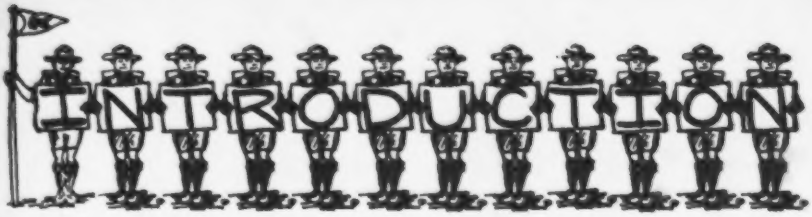
2 Write at least 3 sequenced objectives for given goals for a specific client.



EVALUATION

1 Class test. Will be given information on hypothetical clients.

2 Class test. Will be given goals for hypothetical clients.



It's a safe bet that upon the first day of employment nearly any staff person at a rehabilitation facility will hear the words, "*individual program plans*," "*goals*" and "*objectives*." These are a necessary part of every agency service delivery system and every staff person will be involved in some way in developing them:

The law and standards say they are necessary

Program plans are the means of accounting for agency services.

Program plans facilitate communication between staff as to what various staff are working on with clients.

Goals and objectives help avoid just "*labelling*" clients by concentrating on skills to be learned.

Goals and objectives are what program plans are all about. Goals are *the long range achievements for clients in working towards more independence*. Objectives are *smaller steps which work towards the various goals*.

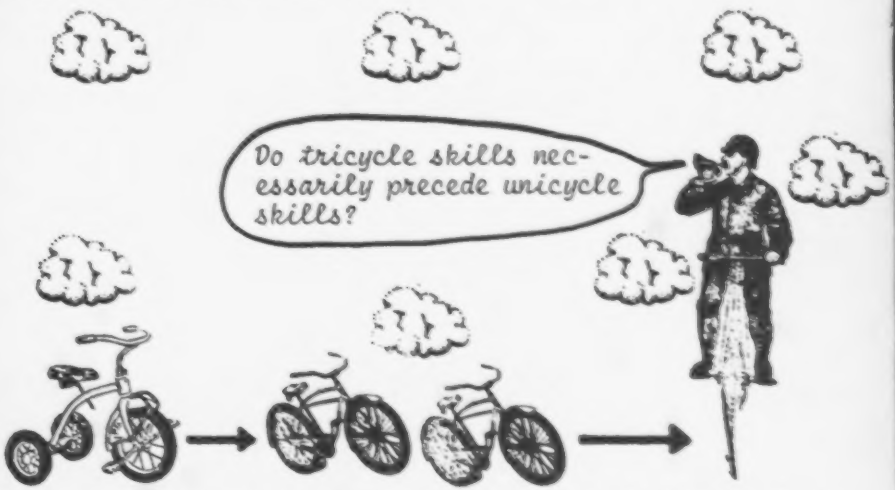
Setting goals and objectives benefit both the client *and* the staff person. It gives the client and staff person something to shoot for: a *reason* for participating in programming. Particularly with the higher functioning client, clearly set goals and objectives help answer the question, *"when can I (move out, get a job, etc.)."* Rather than just saying, *"when you are ready,"* the staff person can show specifically what must be accomplished.

Determining Goals

The real challenge comes in determining *what* the appropriate goals for a client should be. We have discussed in the module on IPP Systems that we need to make use of the *interdisciplinary team* in doing this (this is the team of all individuals involved with the client). But what is it that helps the team decide on goals?

1. *There should be an indication of the overall potential of the client: where can the client progress to vocationally and residentially, etc?*
2. *From there you can decide upon skills that are critical to be successful in those potential environments.*
3. *Developmental profiles and assessment tools can help determine which of those skills are and are not present in clients.*
4. *Specific members of the interdisciplinary team can comment on their own observations of client skills and deficits, as well as specific behavior problems that might be interfering with skill acquisition.*
5. *Goals can be set based on consideration of the items determined above. These goal considerations should*
   - *be of benefit to the client*
   - *include the client's wishes*
   - *be the next reasonable step*

(For example, developmentally it is correct to teach color matching before color naming. However, if an adult needs to name colors for some job, why not teach just that? It may not be true that you have to crawl before you walk. Crawling is not a prerequisite to walking. It just comes first developmentally. Sometimes with adults, certain steps can be eliminated.)



The developmental sequence should be strictly followed only *when the skills are truly prerequisites to the target.*

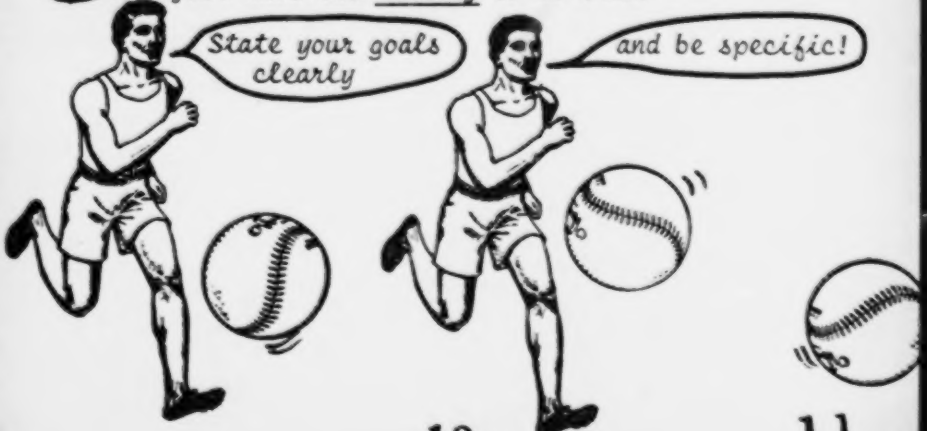
Writing the Goals

Once you have an idea of what should be the most appropriate goals, it's important to write them so they *communicate clearly*. For example, it means nothing to say, *"John will be a better worker,"* or *"Mary will be a nice person."* We need to know, for instance, *exactly* why John *must* do that he doesn't do to become a "better worker." I.e.:

- *Joan will arrive at work by 8:00 every work day.*
- *John will remain at his work station at all work times.*
- *etc.*

Goals should:

1. *Include the client's name*
2. *State what the client will do. . . They should be stated in positive terms. This is much more motivation than a lot of, "John will not do this, and John will not do that" etc.*
3. *Avoid the use of the words, "can't," "is able" or "will learn." We want clients to routinely do goals, not just have the ability to do them.*



LIST 4 POSSIBLE GOALS FOR THIS CLIENT:

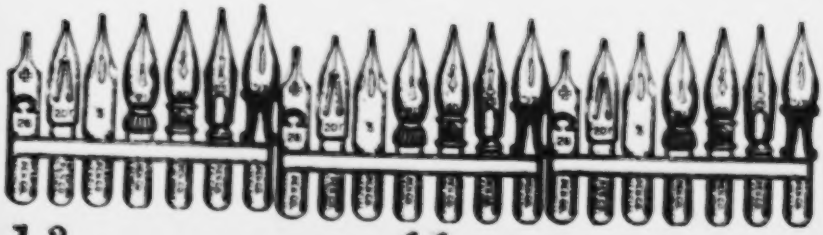
Sara is presently working at the sheltered workshop. Potentially she can work in competitive employment as a hotel maid at the local small motel:

1

2

3

4



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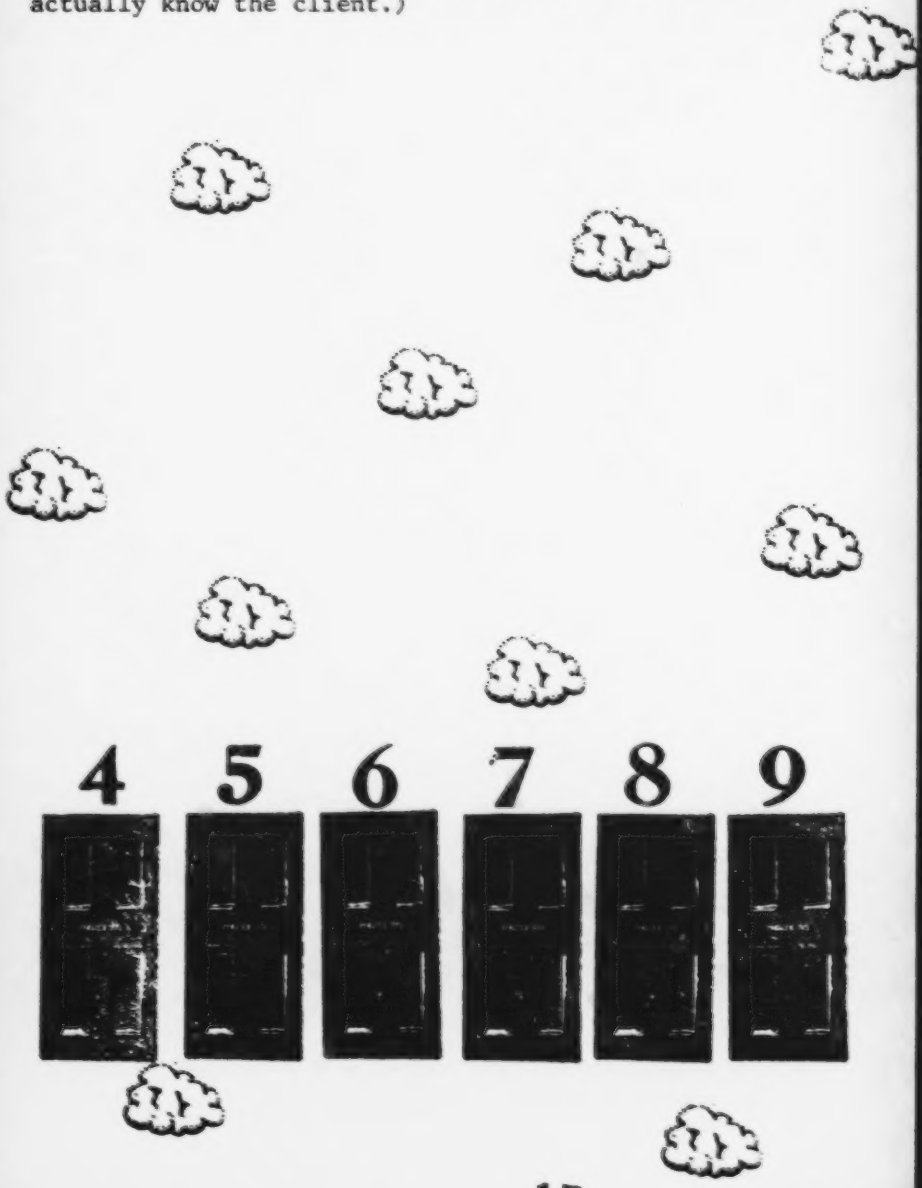
Did your goals cover these topics? Bed making, time card use, cleaning skills, public transportation, using keys to unlock a door, reading schedules, accepting criticism. (Of course, it is much easier to target behaviors if you actually know the client.)



TERRY IS MOVING FROM HIS PARENTS' HOME INTO A GROUP HOME. HE HAS ALWAYS BEEN WAITED ON BY HIS MOTHER.

1

2

3

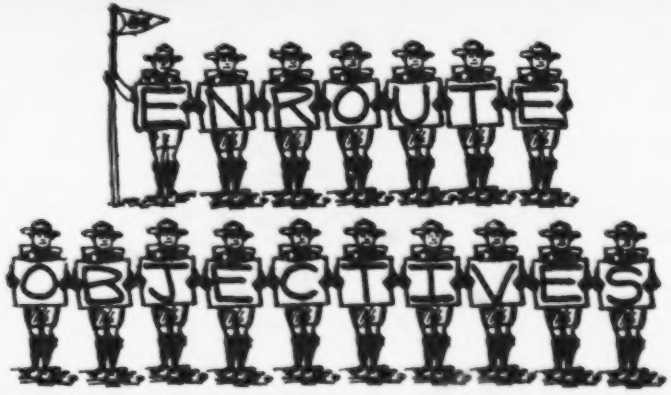
4

16

14

Did you include some of these? Cooking, cleaning, transportation use, social skills, grooming, dressing, leisure skills.

Again, as you can see, these goals are general behavior areas and usually cover no more than *what could be accomplished within a year's time*. How much can be accomplished depends on the client and the amount of trainer skill and time available.



Once you have established clear goals, the next step is to break the goals down into *objectives*. As mentioned, objectives are the steps along the way to achieving the goals. They provide the *specifics* of accomplishing the goals.

To understand the importance of writing good objectives, and what should be included in the objectives, consider the following:

"You are a captive in a prison and are sentenced to death. YOur goal is to leave the prison. I come to tell you that if you "clean the cafeteria you may leave the prison. You decide to do it.

If you are unwise, you will dive in and clean the cafeteria (sweep, mop) and then may lose your life because you did not do all that I had wanted (maybe I wanted it painted too). Thus, you did not clarify all the BEHAVIORS that were required.

If you were wiser, you may have clarified the behaviors and then 'dived in.' Again, you may have lost your life because maybe I wanted it done better than you did it (no paint drops anywhere, etc.). Thus, you did not ask about the CRITERIA for satisfactory achievement.

Of course, you may have been very clever and asked me about both the BEHAVIOR and the CRITERIA and then agreed to do the job. Too bad! You may have soon found out that I gave you no tools to do the job. You did not find out under what CONDITIONS you would have to do the behavior!

Thus, if you had a second chance, you would have learned that for any task you need to know:

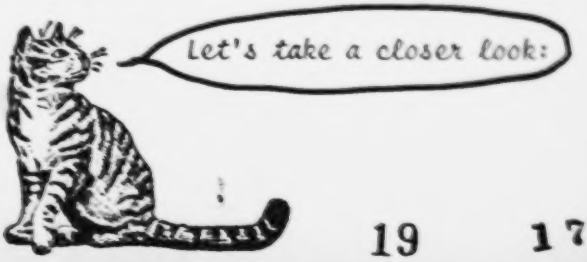
What to do	BEHAVIOR
How well	CRITERIA
What's given	CONDITION

Behavior

Criteria

Conditions

This is true in writing objectives for clients: They and you need to know the same.



CONDITION

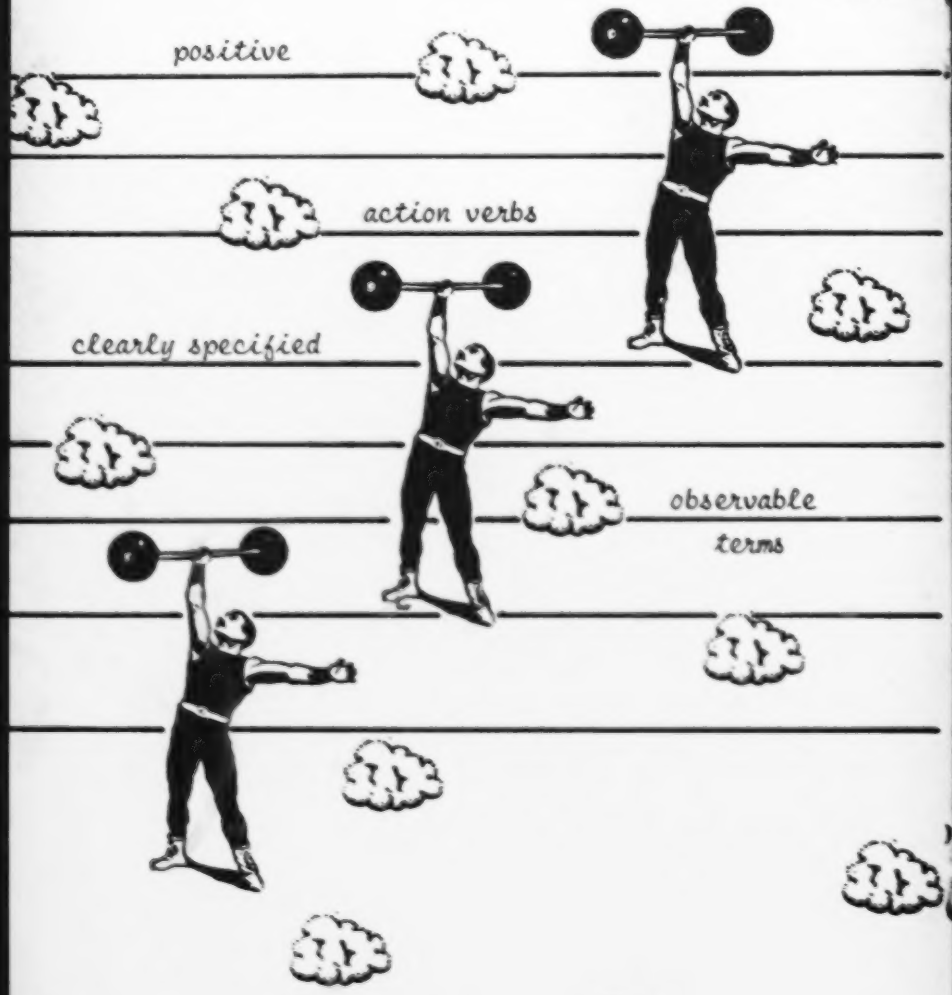
This is the when and where of the statement. It tells *under what conditions the behavior will be counted as correct.* It includes statements such as "when asked," "on a written test," "in the workshop," or "at home."

CRITERION

This is the how much or how well part of the statement. It might be 90% of times asked for three consecutive days, or 100% of steps done two days consecutively, or 70% of intervals for two consecutive days. It tells *how much for how long* before we consider the objective met. Without this part we do not know when the objective has been accomplished.

BEHAVIOR

The behavior is the specific action to be performed. It has to be written with *positive, action verbs, clearly specified in observable terms.*



Positive means the statement says *what the client will do, not what she won't do.* "She will negotiate," not, "she won't fight." "He will either walk away or ask why, when criticized," not, "he won't talk back when criticized." This keeps us teaching positive behaviors and not punishing misbehavior.

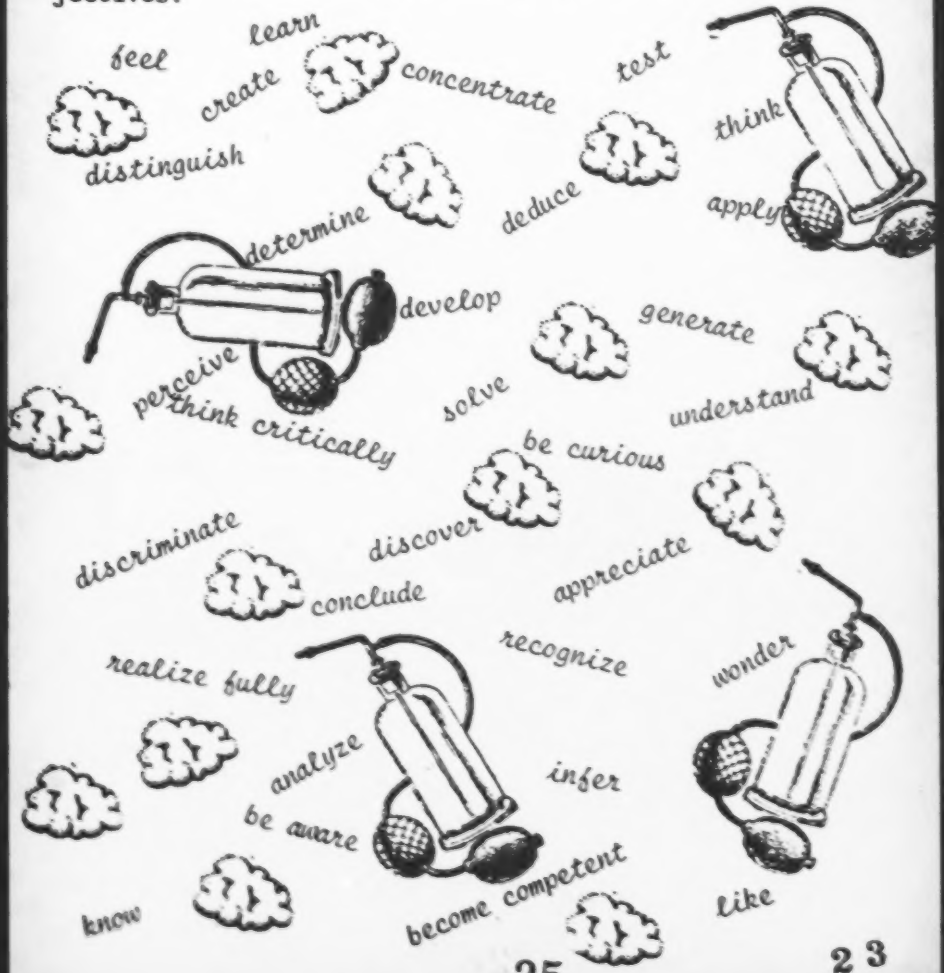
There is another reason to state objectives positively. It is possible to reduce a behavior and thus meet the objective, yet not have the client doing what you want them to do. For example, suppose the objective is, *"Sara will not cry when criticized."* She may achieve the objective yet she might start to argue loudly, tantrum or pout. None of these behaviors are desirable. Unless you specify what you *want* the client to do, rather than what you *don't* want her to do (the undesirable behavior), you can't be sure what will happen. If the objective says, *"when criticized, Sara will ask for an explanation or say something like, 'OK, I'll try harder next time,'* " you can be sure exactly what Sara will be doing when the objective is completed.

The action and observable verb requirement means the verbs used have to pass the "dead man test." *If a dead man can do it, it isn't behavior.* This eliminates statements such "sit quietly" and negative statements such as "not talk," "not run," "not fight." To be cooperative, respectful or considerate; to learn or to understand all may be viable goals, but they aren't actions that can be counted.

If a dead man can do it, it isn't behavior!

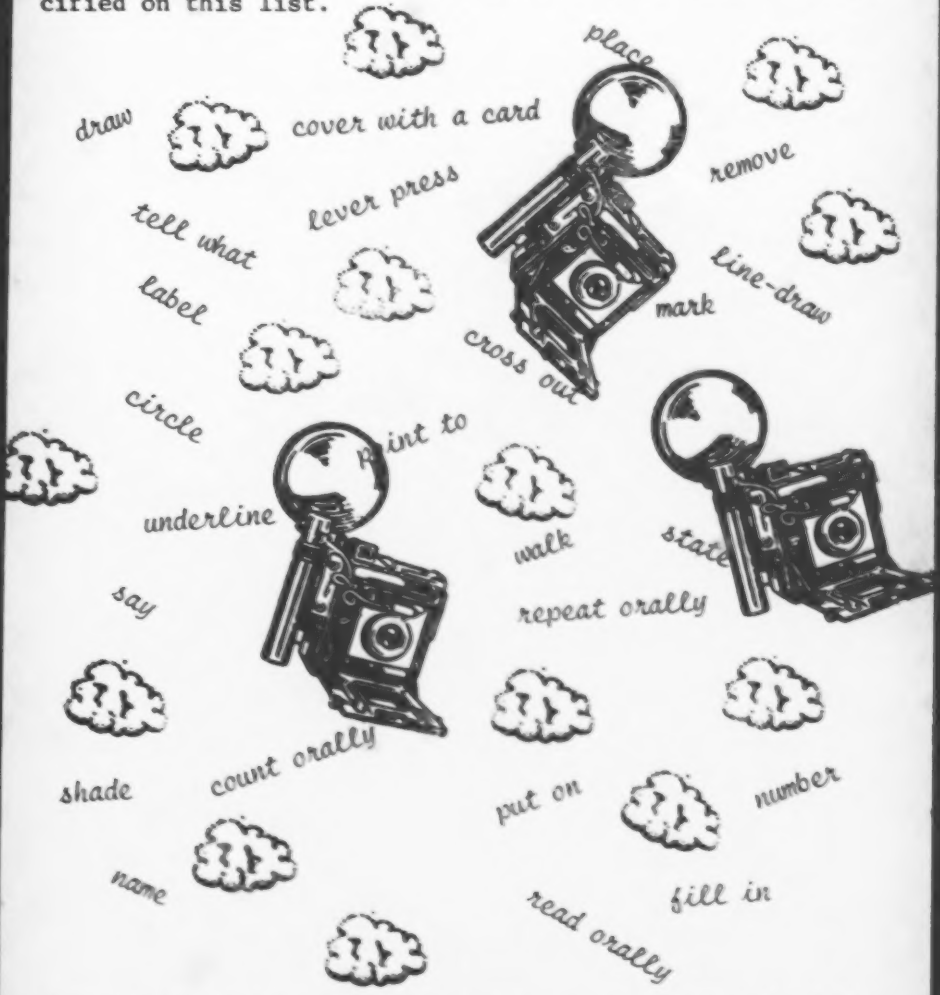
Examples

Action verbs that are not directly observable: The following words were judged by teachers not to be directly observable. All these words describe actions that must be inferred from other behaviors. It is very difficult for two classroom observers to agree on these behaviors. These words should not be used when writing instructional objectives. They are more appropriate for writing terminal objectives.



Examples

The following list of action verbs label events which teachers judged to be directly observable. It is to be expected that agreement between two independent classroom observers would be relatively high for the behaviors specified on this list.



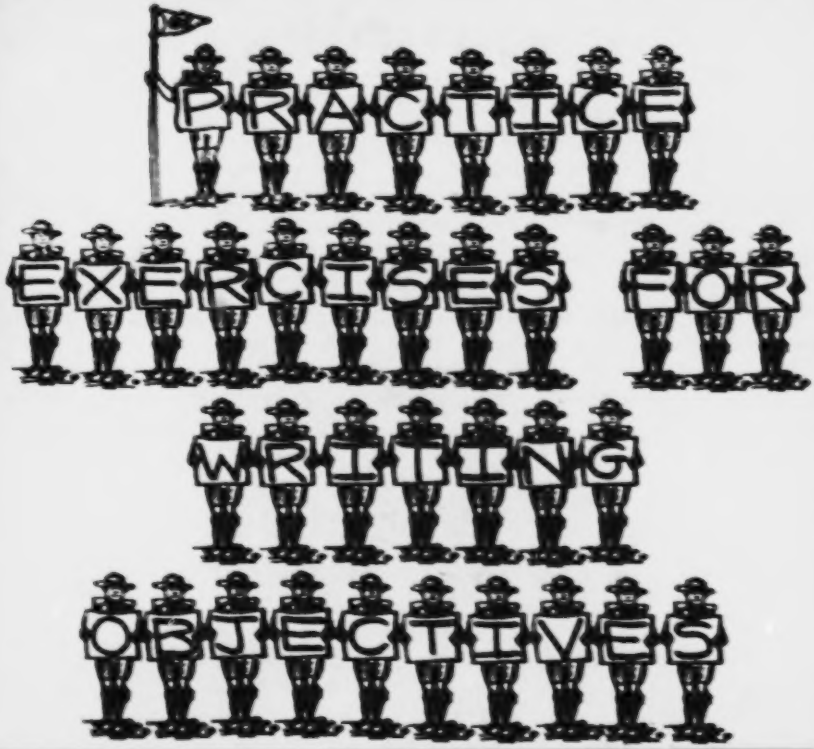
When writing behavioral objectives, every effort should be made to use words that describe behaviors like those in the above list.

Examples

Some verbs are very ambiguous. That is, they mean different things to different people. Words like, "identify" (point to? say? give the sign for?) or "play with" (sit next to? exchange materials? play badmitton, play cards?) are in this category.

The following list of verbs were judged to be relatively ambiguous when compared to the list above. The use of these words to describe client behaviors will result in much less agreement between independent observers. These behaviors may be open to more than one interpretation and, thus, require more effort to measure on the part of the supervisor.

(Adapted from MANAGING BEHAVIOR-5: Wheeler and fox, pages 26-27.)



ON A SEPARATE SHEET SCORE EACH OF THESE AS ACCEPTABLE OR NOT ACCEPTABLE BEHAVIORAL OBJECTIVES. IF THEY ARE UNACCEPTABLE, RE-WRITE THEM CORRECTLY. (i.e., MAY LACK CONDITIONS, BEHAVIOR AND/OR CRITERIA:

1. When given a box of bolts, Aaron will sort them.

2. When shown a clock, Susan will correctly tell time.

3. Clyde will sand furniture.

4. Darrell will collate seven pages correctly. Each page will be in the correct order, right side up and all seven will be stapled together in the left hand corner with the staple not touching any of the printing.

5 Gary will not fight at the WAC with any of his friends.

6 Howard will not hit Harold at work.

7 Zeb will not stay in the lunch room when it is time to go to work.

8 Myrtle will learn to control herself.

9 Helen will understand how to run the band saw.

10 George will learn to operate the water extractor in the laundry.

11 Ida will stop avoiding the work supervisor.

12 Mae will fold the towels each day when they are dry.

Now we are ready to write behavioral objectives from goals. On a separate sheet. ON A SEPARATE SHEET WRITE A POSSIBLE ENROUTE OBJECTIVE FOR EACH OF THE FOLLOWING GOALS. A box is provided for each of the three parts. Remember there are many objectives possible. You only know which is appropriate when you know the client. It may help you to think of a client the terminal objective would fit.

SARA WILL TELL TIME

Conditions	Behavior	Criteria

ED WILL MAKE THE BED

Conditions	Behavior	Criteria

RUTH WILL COLLATE PAPERS

Conditions	Behavior	Criteria

JERRY WILL USE THE TIME CLOCK

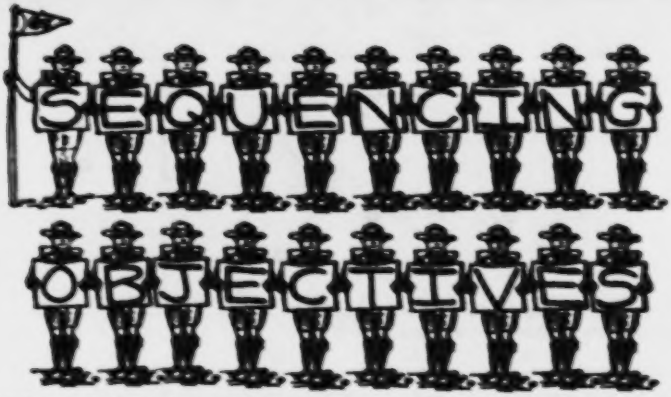
Conditions	Behavior	Criteria

GEORGE WILL ACCEPT CRITICISM

Conditions	Behavior	Criteria

HENRY WILL COME TO WORK ON TIME

Conditions	Behavior	Criteria



In writing objectives for goals, it's obvious that we usually need more than one objective. Therefore, we must have a set of *sequenced* enroute objectives. There are several ways to sequence objectives. One is called *cumulative programming*. Here is an example:

GOAL: *Joe will dress himself*

Enroute objective 1: When given a short sleeved tee shirt, Joe will put it on, completing all steps of the attached Task Analysis, independently for two consecutive days.

Enroute objective 2: When given a tee shirt and a pair of jeans, Joe will complete Objective 1 and all the steps of the attached task analysis for jeans at the independent level for two consecutive days.

Cumulative programming means *teaching one behavior and adding related behaviors to it.*

When we started to work on jeans, we did not stop doing shirt but added to the original behavior. Working on jeans and shirt at once would probably have been too big a step for most clients so we started with one behavior and added to it. Another example of this type of sequenced objectives is

1 *Teaching time telling to the hour.*

2 *Teaching time telling to the hour and half-hour.*

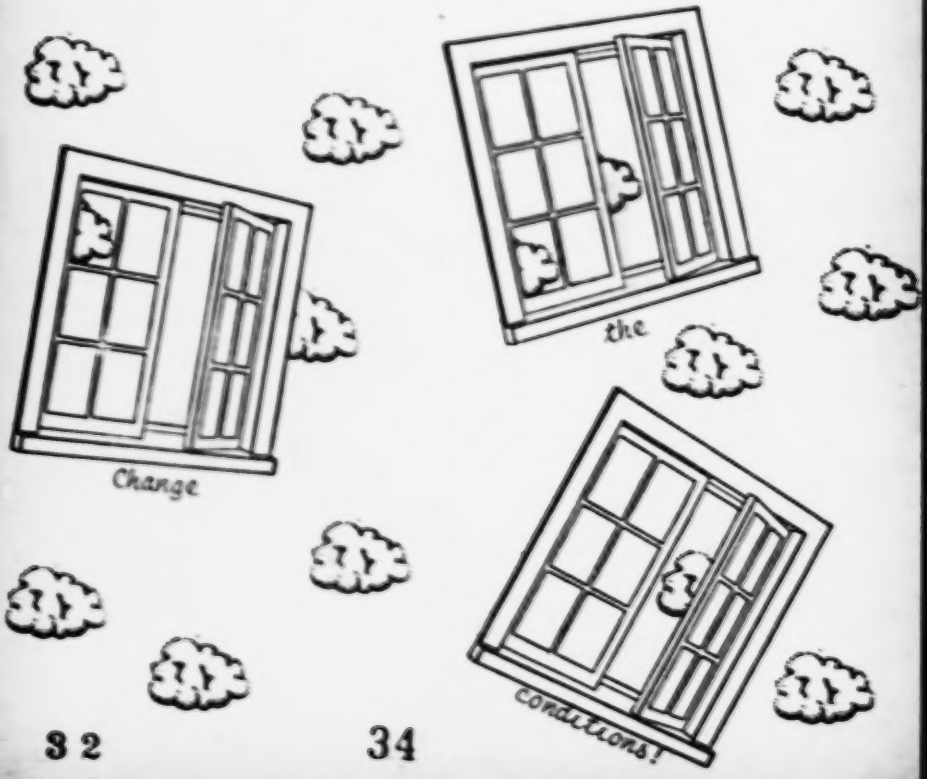
3 *Teaching time telling to the hour, half-hour and quarter hour.*

Another way to sequence objectives is to *change the conditions*. You might teach coin counting at the WAC, then set an objective to the same criterion to happen in the grocery store. A set for a distractable client might look like this:

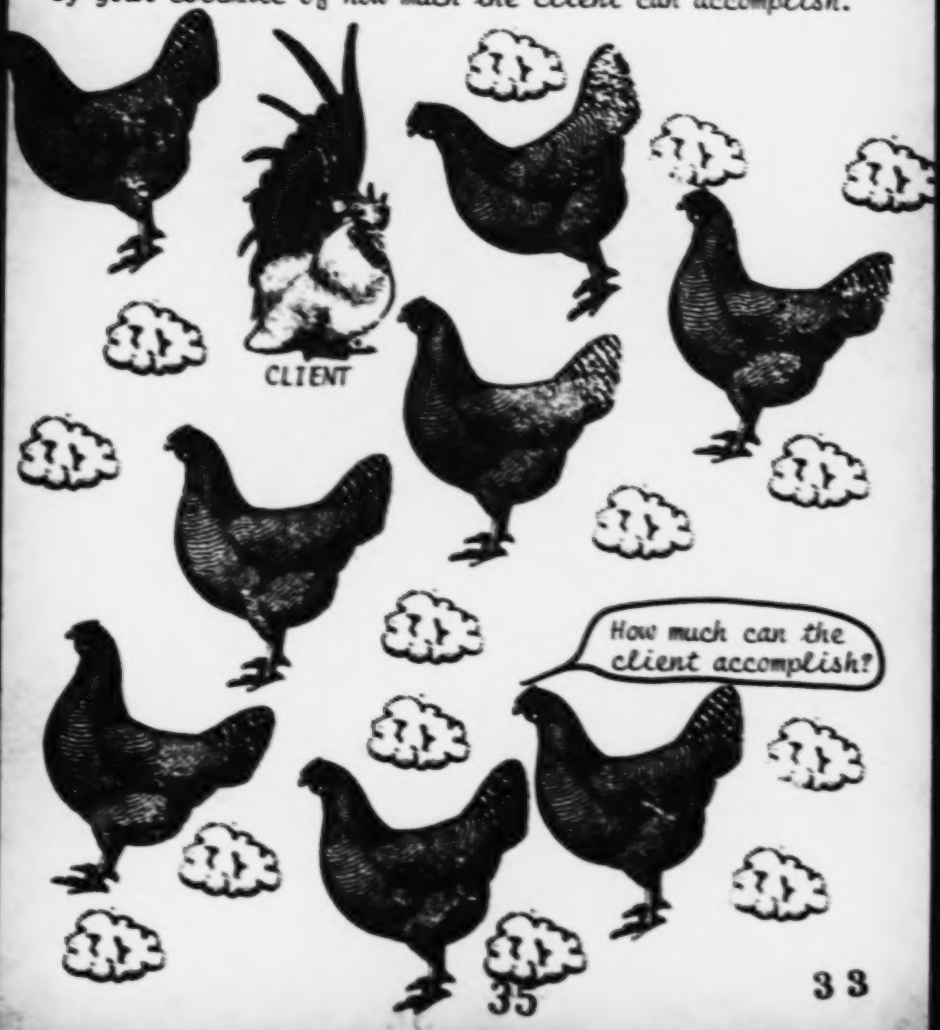
1 *Alone in the small room at the WAC, Jason will complete a circuit board following the model given. 90% of the pins will be correctly placed in 20 minutes for three consecutive days.*

2 *In the hall looking toward the work room at the WAC, Jason will complete a circuit board following the model given. 90% of the pins will be correctly placed in 20 minutes for three consecutive days.*

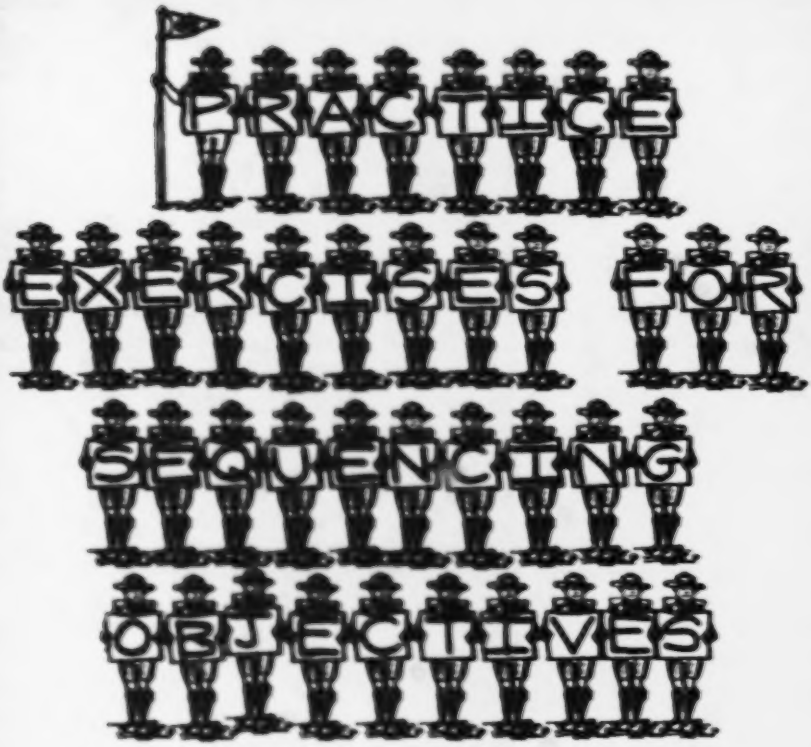
3 *In the back of the work room at the WAC, Jason will complete a circuit board following the model given. 90% of the pins will be correctly placed in 20 minutes for three consecutive days.*



Two other things that could be changed are the level of prompting or the percent correct. A separate objective could be written for towel folding done with full physical guidance, one for demonstration prompts and one for verbal prompts. You could also have a new objective for 50% correct, 80% and 100%. This would only be done if you have a slowly progressing client who can only accomplish towel folding to the verbal prompt level by the next IPP meeting. These are ways to break down the behaviors so you can meet your goal by the next meeting. You don't need to do this if the client can accomplish the whole thing. The size of the chunk covered by the enroute objective is determined by *your estimte of how much the client can accomplish.*



You may also have a set of objectives that are related, but are simultaneous rather than progressive. For example, if your goal for Alfred is to be able to take care of his own clothes, one terminal objective could be, "*Alfred will mend his clothes.*" An enroute for this might be, "*Given a piece of material with a hole in it, Alfred will cut a patch the appropriate size 90% of the times asked for two consecutive days.*" Another enroute objective to be worked on at the same time might be, "*Given the beginning sewing machine cards, Alfred will follow the patterns with the sewing machine deviating no more than ¼ inch from the given lines. He will do 9 of the 10 pages correctly for two consecutive days.*" These two objectives could be worked on at the same time, each getting at a separate skill, but both related to clothes mending.



Write 3 cumulative behavioral objectives for this goal:

JON WILL COUNT COINS BY MONETARY VALUE

Conditions	Behavior	Criteria

Conditions	Behavior	Criteria

Conditions	Behavior	Criteria

Write a set of objectives changing the conditions for this goal:

HERB WILL PACKAGE BOLTS

Conditions	Behavior	Criteria

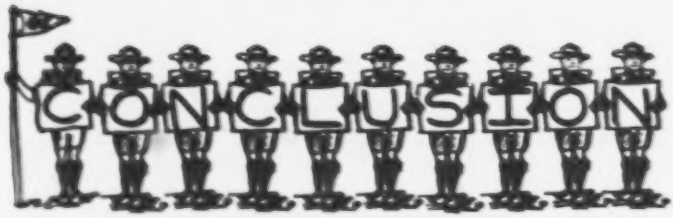
Conditions	Behavior	Criteria

Write related behavioral objectives for this terminal objective:

ERIC WILL REFINISH FURNITURE

Conditions	Behavior	Criteria

Conditions	Behavior	Criteria



Writing good behavioral objectives is not easy. It takes lots of practice. However, it is a very important skill. The objectives are the points on the roadmap by which progress is measured. You cannot justify your program without good objectives. Without objectives you cannot tell where you are going and *IF YOU DON'T KNOW WHERE YOU ARE GOING, YOU MAY END UP SOMEWHERE ELSE AND NOT EVEN KNOW IT!!!!*

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